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ABSTRACT

The Austin Independent School District (AISD) Office of Research and Evaluation presents the 1982-83 final report on Student Achievement. The major positive findings, as well as the major findings requiring action, are listed. The report discusses AISD student achievement in a question-answer format. (1) How does AISD student achievement compare to national averages? --consistently above national average. (2) How does AISD's 1982-83 student achievement compare to past years? --four year trend in achievement from grade 1 through 10 is upward. (3) How do AISD students perform on the Texas Assessment of Basic Skills (TABS)? --AISD's TABS scores have tended to go up over four years of testing; concurrently, the statewide averages have improved at an equal rate. (4) How do AISD students compare to others taking college admission tests? --AISD seniors score higher on the Scholastic Aptitude Test than do students nationwide and statewide. (5) What do AISD teachers and administrators say about student achievement? --emphasis on achieve[illegible] has been effective in raising the performance level of student[illegible] (6) What other information should be considered to underst[illegible] student achievement in AISD? --characteristics of the student population and programs for special populations. (PN)

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1982 - 1983

Austin Independent School District

Austin, Texas

IN 830 686

FINAL REPORT

Project Title: Student Achievement

Contact Persons: Glynn Ligon, Kevin Matter, Evangelina Mangino

Major Positive Findings:

1. AISD students consistently achieve above the national average.
2. Achievement in grades 7 and 8 has improved markedly over the past four years.
3. The four-year trend in achievement from grades 1 through 10 is upward.
4. Minority student achievement has improved at an even greater rate than the achievement of nonminority students.
5. Kindergarten students made 10 months progress in language skills in the 7 months from pre- to posttesting.
6. The average AISD student achieves higher than three fourths of the students in urban districts nationwide.
7. AISD's minority student achievement is above the average for all students in urban districts nationwide.

Major Findings Requiring Action:

1. The students in two urban Texas districts outscore AISD students on the TABS at grade 9 even though AISD students outscore students in all urban districts at grades 3 and 5.
2. Instructional staff will be challenged by the lower achieving students who will enter grade 6 in 1983-84. These students have been a noticeably lower achieving group since grade 2.
3. Instructional staff will be challenged by the higher achieving students who have entered high school in the last two years and who will enter high school in the next two years.

Figure 1: AISD MEDIAN PERCENTILES, GRADES 1-8
ITBS COMPOSITE SCORE, 1982-83

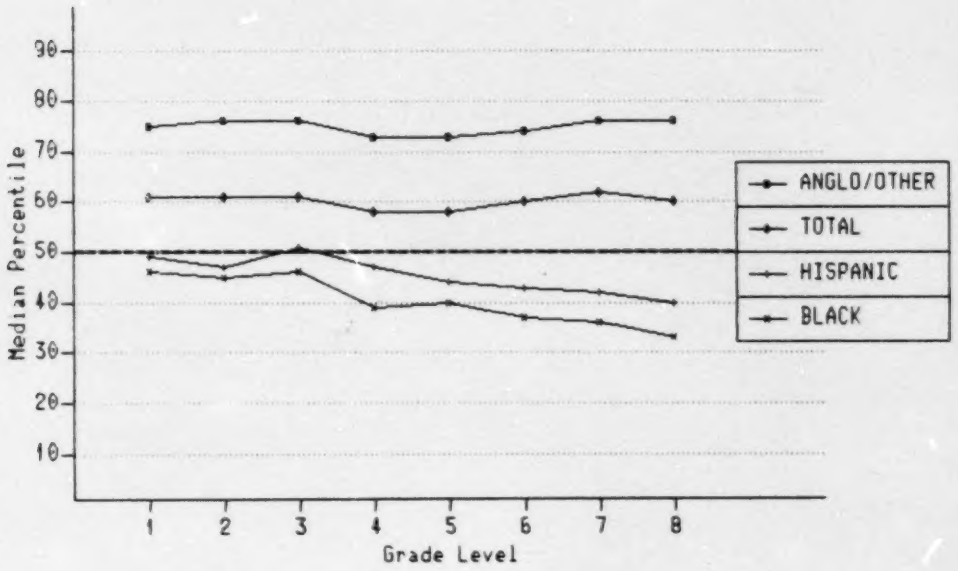
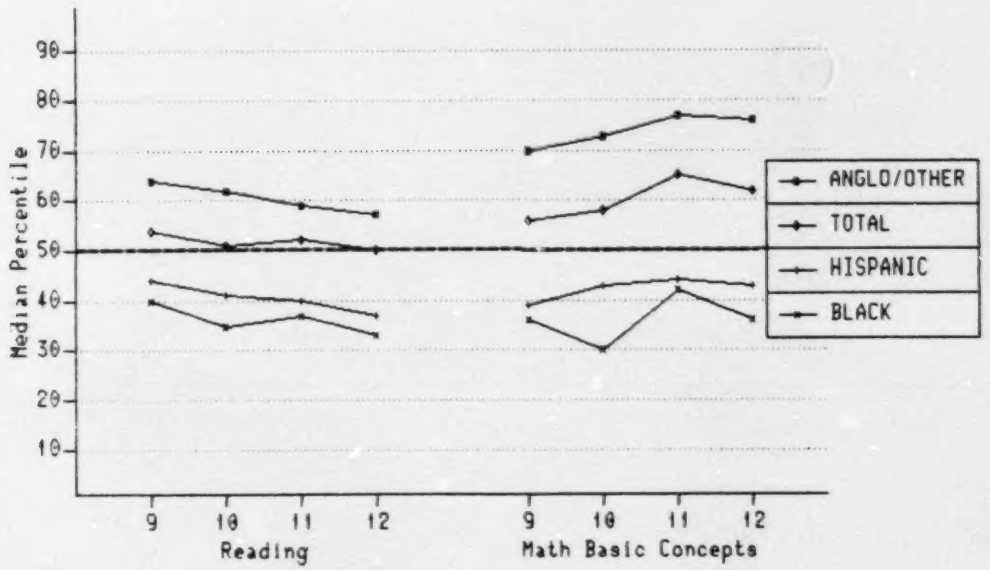


Figure 2: AISD MEDIAN PERCENTILES, GRADES 9-12
STEP READING AND MATH, 1982-83



HOW DOES AISD STUDENT ACHIEVEMENT COMPARE TO NATIONAL AVERAGES?

Compared to students tested nationwide in 1978:

- AISD students consistently achieve above the national norm, except in social studies at grade 9.
- The areas of highest achievement are:
  - language in grades 1-8, and
  - math computation in grades 9-12.
- The areas of lowest achievement are:
  - reading and math in grades 1-8, and
  - reading and social studies in grades 9-12.
- Kindergarten students achieve just above the national average in all areas tested.
- Minority student achievement is generally below both the national and the AISD averages.

KEY WORD

NATIONAL NORM:

Standard set by testing students across the nation.

The 50th percentile is the national norm.

KEY WORD

MEDIAN:

The middle score; half are higher, half are lower.

The Iowa Tests of Basic Skills (ITBS) was nationally normed in 1978 and is given to AISD students in grades K-8 each spring. The Sequential Tests of Educational Progress (STEP), given each spring in grades 9-12, was originally normed in 1970. This older test has been equated with a new edition to allow reporting results in terms of a 1978 national norm group.

Figure 1 presents AISD's median percentiles on the ITBS Composite Score from grade 1 to grade 8. The Composite Score is an average of all subtests reported in detail in Attachment 1. Vocabulary, Reading Comprehension, and Math Total are the main contributors to the Composite Score at each grade level.

Figure 2 presents AISD's median percentiles on the STEP Reading and Math tests. Attachment 2 provides these medians in detail for all areas measured by the STEP.

KEY WORD

PERCENTILE:

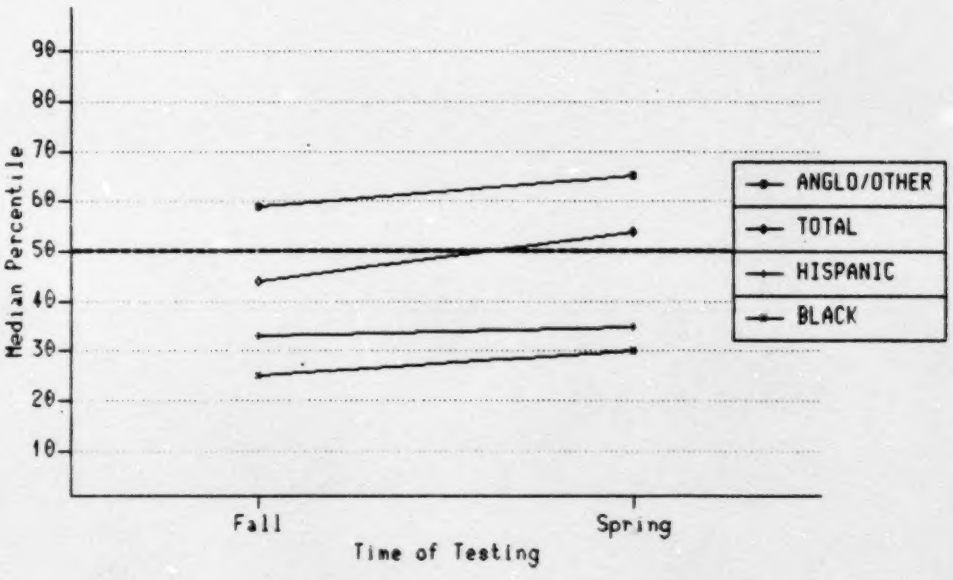
The percent of students who scored lower.

50th percentile means 50% of the national norm group made a lower score.

AISD student achievement is at or above the national average in every grade and area, except social studies at grade 9.

- The highest achievement area in grades 1-8 is language. AISD averages are from 13 to 21 percentile points above the national average.
- The lowest achievement area in AISD in grades 1-8 is usually mathematics; although, these mathematics scores are still above the national average by 4 to 9 percentile points.
- AISD students in grades 9-12 are achieving highest in math computation (13 to 23 percentile points above the national average).
- Reading is most often the area of lowest AISD achievement in grades 9-12 (0 to 4 percentile points above the national average).
- Kindergarten students achieve above the national average in listening, language, and mathematics. The AISD language average rises from below the national average in the fall (42nd percentile) to above in the spring (52nd percentile). This above-average gain is illustrated in Figure 3 and detailed in Attachment 3. (See note, page 25.)

Figure 3: AISD MEDIAN PERCENTILES, KINDERGARTEN ITBS LANGUAGE TEST, 1982-83



Minority students' averages are below AISD medians at all grades and are generally below the national averages. (See Figures 1 and 2.) However, some minority students score in the highest ranges of the ITBS and STEP, above the average for the Anglo students in AISD.

- AISD medians for minority students generally decrease from grades 1-8 in all areas.
- Hispanic students tend to have higher achievement levels than Black students, except in language at grades 1 and 2.
- Language is the highest achievement area for minority students in grades 1-8. The average for minority students in language at grades 1-4 is at or above the national average for all students.
- The lowest achievement area for minority students in grades 3-8 is usually in reading. Mathematics is the lowest area at grades 1 and 2. AISD medians for minority students range from 1 to 22 percentile points below the national average in these areas.
- Minority student achievement in grades 9-12 is below national achievement levels in all areas with the exception of Hispanic students in math computation at grades 10-12.
- Minority students in AISD achieve highest at grades 9-12 in math computation and lowest in social studies.

Compared to students tested nationwide in 1982:

- AISD student achievement in grades 1-8 is generally above the national average, but somewhat lower than in comparison to the 1978 national norms.

The ITBS was renormed in 1982 at grades K-8. These more recent norms were received just before this report was published, but a comparison of the 1982 and 1978 national norms does indicate that AISD's median percentiles will be somewhat lower in terms of the 1982 national averages; however, most AISD averages can be expected to remain above these higher 1982 national norms.

Nationally, achievement levels have risen just as they have in AISD over the past few years. In fact, both the National Assessment of Educational Progress and the TABS have found upward achievement trends--especially for minority students. AISD appears to be following the national trends in student achievement.

- AISD students in grades 1-8 score higher than three fourths of the students in other urban school districts.

- Minority students in grades 1-8 score higher than the average student in other urban school districts.

Achievement in grades 1-8 in AISD is well above the average for other urban districts (see Figure 4 and Attachment 4). Minority students in AISD achieve higher than the national average for students in urban districts in 1978.

- The average AISD student in grades 1-8 scores higher than three fourths of the students in other urban districts.

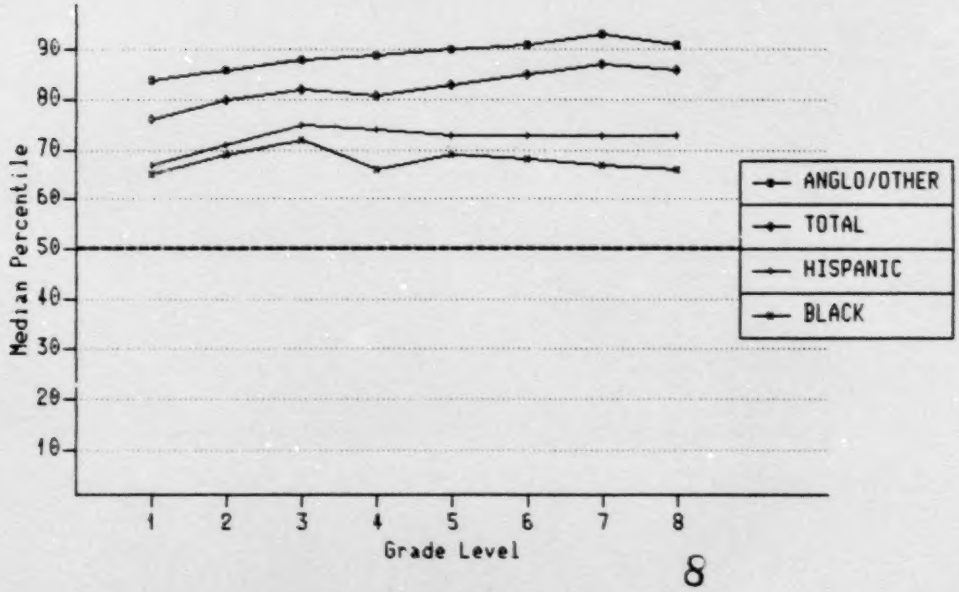
- Black and Hispanic students in AISD score from 4 to 19 percentile points higher than the average for all students from urban districts.

KEY WORD

URBAN NORMS:

Standard set by testing students in urban school districts in cities of 250,000 or more.

Figure 4: URBAN NORMS, AISD MEDIAN PERCENTILES GRADES 1-8, ITBS COMPOSITE SCORE, 1982-83



HOW DOES AISD'S 1982-83 STUDENT ACHIEVEMENT COMPARE TO PAST YEARS?

- In grades 1-6, achievement is
  - higher than four years ago, and
  - about the same as last year.
- In grades 7 and 8, achievement is
  - clearly higher than four years ago, and
  - clearly higher than last year.
- In grades 9 and 10, achievement is
  - higher than four years ago, and
  - higher in some areas than last year.
- In grades 11 and 12, achievement is
  - lower than four years ago, and
  - about the same as last year.

Figure 5 displays the grades 1-8 ITBS Composite Score medians for AISD in each of the last four years. Figure 6 provides the four-year trends for the STEP at grades 9-12.

Two-Year Trends

In general, grades 1-6 changed little; however, small increases occurred at grades 1, 2, and 4. District averages at grades 3 and 5 declined slightly. There was no overall change at grade 6. Minority student averages rose consistently at all six grade levels.

Achievement in grades 7 and 8 improved notably. Again, minority student averages showed the largest increases.

Achievement in grades 9 and 10 tended to be slightly higher than in 1981-82, but grades 11 and 12 were about the same or slightly lower.

The two-year trend can best be described as generally positive--especially for minority students.

Four-Year Trends

Achievement levels have risen in the past four years in grades 1-10. Only in grades 11 and 12 have there been declines in the AISD averages. The greatest increases have been on Language Skills in grades 1-8 and on English Expression in grades 9-12. Minority student achievement averages have risen at a noticeably higher rate than have the overall District averages.

High school social studies averages have shown the greatest decline over the four-year period.

Higher scores in grades 9 and 10 reflect the continuance of these students' higher scores in junior high school. Achievement in grades 11 and 12 can be expected to rise in the next two years, and achievement in grades 9 and 10 can be expected to continue to rise as the higher scoring students continue to move from junior high into the high schools. This will present a challenge to the high school instructional staffs to take advantage of these students' higher skills levels.

The 1982-83 fifth graders continue to be a somewhat lower achieving group than the students just ahead or just behind them. Their achievement in grade 2 was lower and continued to be lower throughout grades 3, 4, and 5. Statewide this trend is seen in other urban districts and is most noticeable for Hispanic students. No environmental, instructional, or biological explanation for this phenomenon has been found. This group of students presents a challenge to the sixth-grade teachers in 1983-84.

Figure 5: AISD ACHIEVEMENT TRENDS
GRADES 1-8 ITBS COMPOSITE SCORE, 1980 to 1983

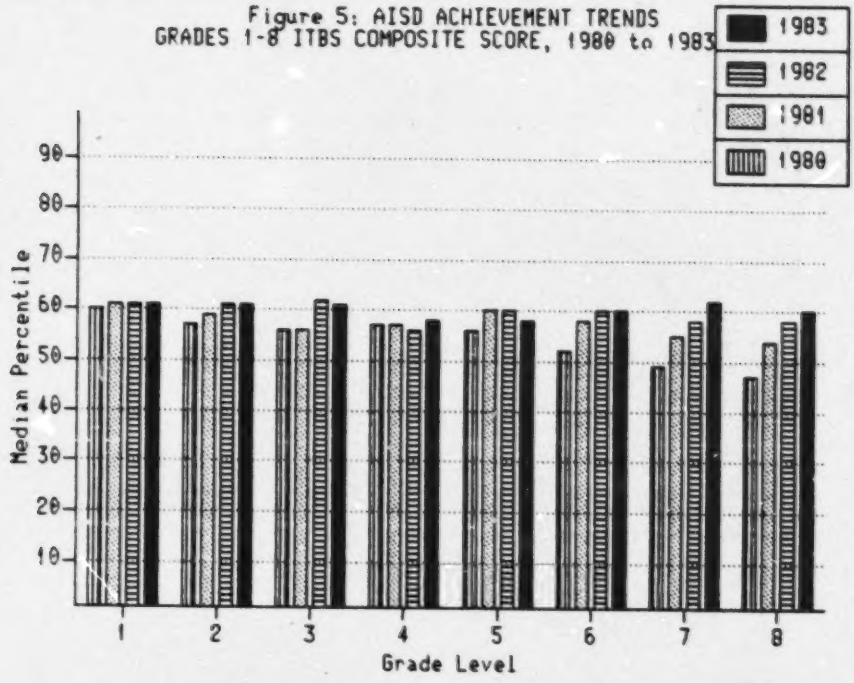
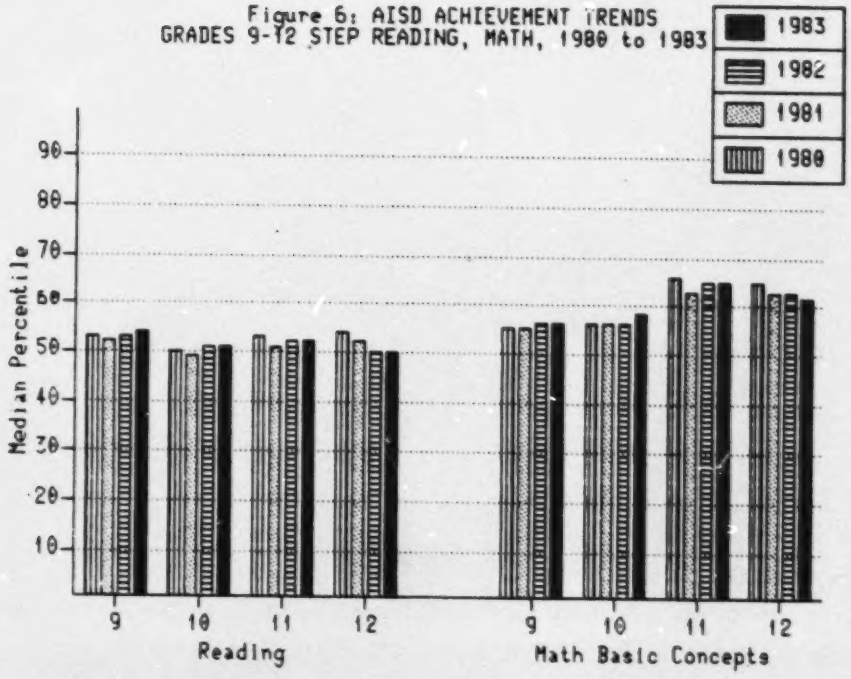


Figure 6: AISD ACHIEVEMENT TRENDS
GRADES 9-12 STEP READING, MATH, 1980 to 1983

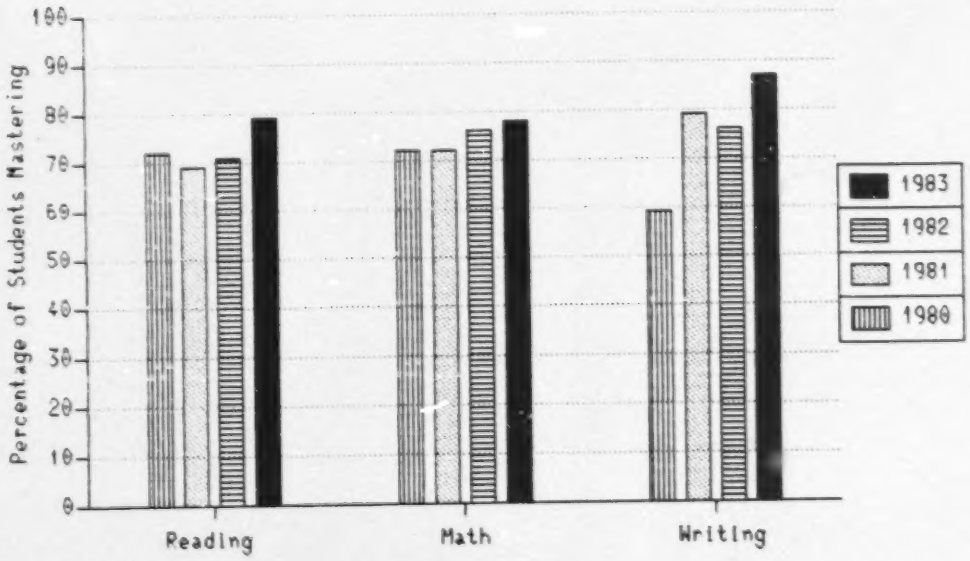


HOW DO AISD STUDENTS PERFORM ON THE TEXAS ASSESSMENT OF BASIC SKILLS (TABS)?

- AISD students score close to the statewide averages.
- AISD averages have tended to go up across the last four years. Minority students' scores have improved the most.
- AISD students outperform those from the other seven urban Texas districts at grades 3 and 5.
- Two other urban Texas districts outperform AISD at grade 9.

The Texas Assessment of Basic Skills (TABS) is given statewide to students in grades 3, 5, and 9. Reading, mathematics, and writing skills have been measured annually beginning in 1980. Across these four years, AISD's students have performed just above the statewide averages at grades 3 and 5 in reading and writing, and just below in mathematics. At grade 9, AISD has been just below statewide averages in all areas. However, all of these differences have been very small.

Figure 7: PERCENTAGE MASTERING TABS OBJECTIVES IN AISD GRADE 9, 1980 to 1983



AISD's TABS scores have tended to go up over the four years of testing (Figure 7); concurrently, the statewide averages have improved at an equal rate. In both AISD and across the state, the scores of minority students have gone up at a faster rate than the scores for all students combined.

At grades 3 and 5, AISD students outperform those in the seven other urban Texas school districts. However, ninth-grade students in two urban districts outperform AISD's ninth graders. AISD does not require students to demonstrate mastery on the TABS prior to graduation. In contrast, both higher scoring districts require students to retake the TABS in grades 10, 11, and 12 if mastery is not achieved in grade 9, and one district requires TABS mastery for graduation. AISD students are offered the opportunity to retake the TABS if mastery is not achieved in grade 9, but they are not required to be retested. AISD emphasizes more its higher minimum competency standard which may be met on other tests as well as the TABS. These differences in emphasis may account for the differences in ninth-grade TABS scores among these three urban districts.

John Wetherold, Anderson High

HOW DO AISD STUDENTS COMPARE TO OTHERS TAKING COLLEGE ADMISSION TESTS?

- AISD seniors score higher on the Scholastic Aptitude Test (SAT) than do students nationwide and statewide.
- 53 AISD seniors were National Merit Scholarship semifinalists in 1983.

Although a higher percentage of AISD's seniors, especially female and minority students, take the Scholastic Aptitude Test (SAT) than seniors nationwide, AISD's average scores are higher than the national averages. AISD's students who take the SAT also have a lower median class rank and grade point average than does the typical SAT taker. Figure 8 shows that both the national and AISD SAT scores have declined over the past 10 years, but at approximately the same rate.

The number of National Merit Scholarship semifinalists, finalists, and scholarship recipients for the past four years are shown in Figure 9. The 53 semifinalists represent 1½% of AISD's seniors. Only ½% of the seniors tested nationally are recognized as semifinalists.

Figure 8: SCHOLASTIC APTITUDE TEST
NATIONAL AND AISD AVERAGES, 1972 to 1982

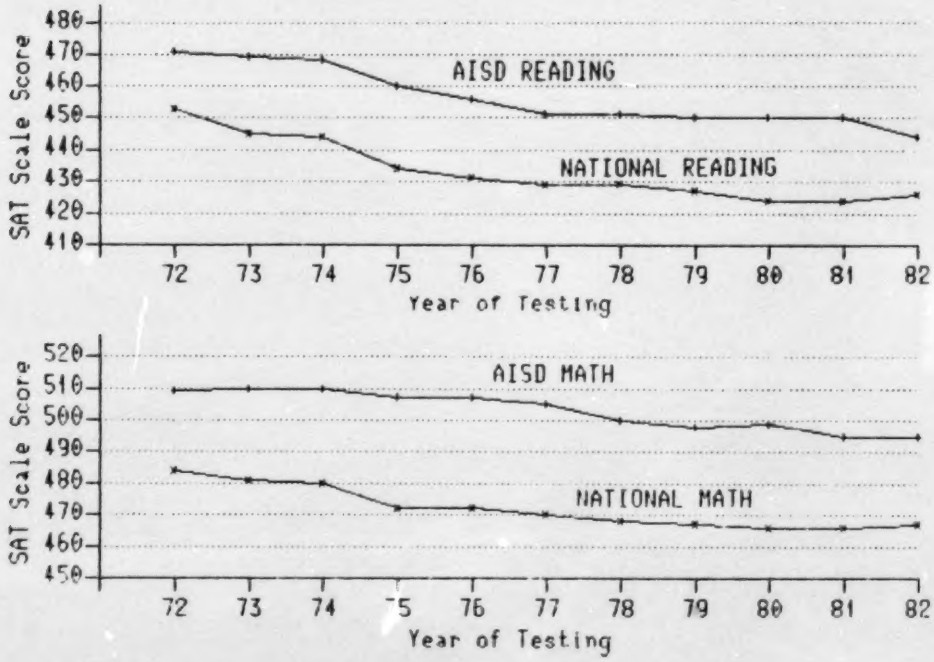


Figure 9: NATIONAL MERIT SCHOLARSHIP QUALIFIERS, 1980 to 1983.

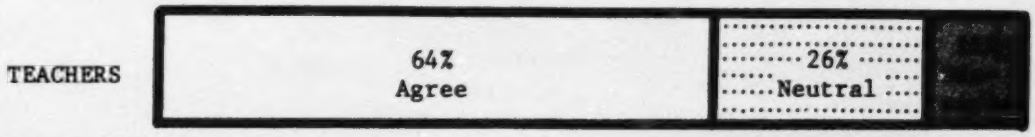
	1983	1982	1981	1980
Semifinalists	53	35	49	49
Finalists	47	31	40	31
Scholarship	33	21	23	31

WHAT DO AISD TEACHERS AND ADMINISTRATORS SAY ABOUT STUDENT ACHIEVEMENT?

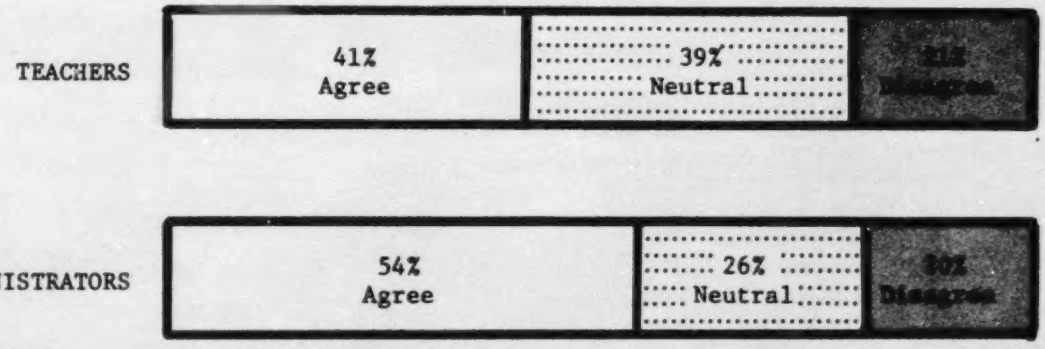
- Teachers and administrators generally say that the District's emphasis on achievement has been effective in raising the performance levels of students.

Spring 1983 surveys provided the following results.

The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills.



The District's emphasis on the improved academic performance of low socioeconomic-status and minority students has been effective in increasing the performance level of these students.



WHAT OTHER INFORMATION SHOULD BE CONSIDERED TO UNDERSTAND STUDENT ACHIEVEMENT IN AISD?

Two areas are of importance for interpreting student achievement in AISD.

- Characteristics of the student population
- Programs for special populations

Enrollment in kindergarten through grade 12 increased to 54,295 in the fifth six-weeks of the 1982-83 school year. This was up 1% over the previous school year. Compared to 1975-76, the year with the highest enrollment, there has been a 6% decline in student membership.

The percentage of enrolled students attending school each day has increased slowly from 91% in the mid-1970's to 93% in 1982-83. Historically, attendance is higher at the elementary grades and lower at the high school level.

The ethnic composition of AISD's student population is 53% Anglo/Other, 28% Hispanic, and 19% Black. The percentage of minority students declines from grade 1 through grade 12 and has tended to increase at all grade levels over the past 10 years.

The percentage of AISD students from low-income families who qualify for a free or reduced-price lunch is 42%. This percentage is highest at the elementary level and lowest at the high school level. Family socioeconomic status is closely related to school achievement. In AISD, students who qualify for a free or reduced-price lunch score lower on achievement tests. Attachment 5 provides median scores by ethnic group for these students.

Programs for special populations provide instructional services to a wide range of students from gifted and talented to special education. These programs share the goal of improving student achievement. The reader is encouraged to refer to the evaluation reports on these special programs.

Program	Report Publication Number
ECIA Chapter 1 Migrant	82.70
ECIA Chapter 1	82.71
Gifted and Talented	82.72
High School Graduation Minimum Competency Requirement	82.73
Local/State Bilingual	82.74
Project Pass	82.75
State Compensatory Education	82.76
Title VII Bilingual Preschool	82.77

The costs for these eight programs for the past four years are outlined below.

Program	Funding	1982-83	1981-82	1980-81	1979-80
ECIA Chapter 1	Federal	2,500,000	2,600,000	2,800,000	2,700,000
ECIA Chapter 1 Migrant	Federal	1,000,000	900,000	1,000,000	850,000
Gifted and Talented	Local/State	252,000	335,000	211,000	-
HS Grad. Min. Comp. Req.	Local	50,000	47,000	41,000	52,000
Local/State Bilingual	Local/State	850,000	1,054,000	1,065,000	825,000
Project Pass	Local	160,000	-	-	-
State Compensatory Education	State	1,112,000	992,000	834,000	882,000
Title VII Bilingual Preschool	Federal	300,000	300,000	300,000	-

Decreasing the overlap of services by these programs to the same students has been a long-range goal of AISD. In the 1977-78 school year, 1,065 students were served by more than two special programs. By 1982-83, this overlap decreased to 266 students.

ATTACHMENTS

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KEY WORD

GRADE EQUIVALENT:

The grade and month of school in which a score would be made by an average student.

GRADE	ETHNICITY	READING TOTAL							
		PERCENTILES				GRADE EQUIVALENTS			
		77-80	80-81	81-82	82-83	77-80	80-81	81-82	82-83
1	Black	42	42	44	47	1.62	1.62	1.66	1.73
	Hispanic	46	45	47	49	1.70	1.68	1.72	1.77
	Other	77	80	80	78	2.48	2.61	2.59	2.52
	Total	61	63	62	62	2.08	2.12	2.10	2.10
2	Black	36	36	42	41	2.45	2.43	2.65	2.62
	Hispanic	33	40	42	45	2.38	2.59	2.65	2.70
	Other	77	80	80	81	3.56	3.68	3.67	3.69
	Total	58	60	62	63	3.03	3.10	3.15	3.16
3	Black	30	34	37	42	3.12	3.25	3.38	3.55
	Hispanic	34	33	47	47	3.27	3.31	3.68	3.71
	Other	69	71	73	74	4.34	4.60	4.67	4.70
	Total	54	53	58	59	3.98	3.94	4.11	4.13
4	Black	23	25	32	34	3.82	3.92	4.19	4.25
	Hispanic	30	31	31	40	4.11	4.14	4.13	4.50
	Other	74	72	68	72	5.82	5.73	5.58	5.73
	Total	56	53	51	55	5.06	4.97	4.88	5.02
5	Black	26	25	29	34	4.85	4.85	5.00	5.19
	Hispanic	31	35	35	38	5.08	5.21	5.25	5.37
	Other	72	76	74	73	6.82	7.04	6.92	6.86
	Total	55	59	57	55	6.06	6.22	6.13	6.06
6	Black	20	27	28	33	5.39	5.77	5.84	6.06
	Hispanic	26	32	36	38	5.69	6.01	6.19	6.28
	Other	69	74	74	74	7.77	8.01	8.04	8.02
	Total	52	57	59	59	6.95	7.14	7.25	7.22
7	Black	19	25	28	33	5.89	6.25	6.47	6.72
	Hispanic	23	29	33	35	6.13	6.49	6.71	6.87
	Other	67	71	71	73	8.61	8.74	8.80	8.93
	Total	49	52	54	57	7.62	7.82	7.94	8.08
8	Black	18	21	26	28	6.59	6.87	7.20	7.33
	Hispanic	24	26	30	34	7.04	7.19	7.31	7.71
	Other	67	69	71	71	9.60	9.75	9.84	9.85
	Total	47	51	54	55	8.47	8.71	8.91	8.98

GRADE	ETHNICITY	MATH TOTAL							
		PERCENTILES				GRADE EQUIVALENTS			
		77-80	80-81	81-82	82-83	77-80	80-81	81-82	82-83
1	Black	34	33	36	37	1.53	1.51	1.57	1.58
	Hispanic	38	40	40	43	1.60	1.64	1.63	1.70
	Other	64	68	68	68	2.08	2.13	2.16	2.14
	Total	51	53	53	54	1.82	1.86	1.87	1.88
2	Black	32	31	35	35	2.43	2.40	2.49	2.49
	Hispanic	34	40	41	43	2.47	2.59	2.62	2.70
	Other	63	65	66	68	3.12	3.17	3.15	3.25
	Total	50	50	53	55	2.82	2.82	2.87	2.93
3	Black	30	33	38	43	3.29	3.33	3.48	3.61
	Hispanic	35	36	49	49	3.42	3.45	3.78	3.76
	Other	67	67	72	72	4.30	4.31	4.44	4.42
	Total	53	52	59	59	3.88	3.83	4.06	4.07
4	Black	27	31	34	33	4.09	4.21	4.30	4.27
	Hispanic	36	36	37	43	4.38	4.35	4.41	4.60
	Other	71	67	66	68	5.49	5.35	5.32	5.39
	Total	56	52	52	54	4.97	4.87	4.83	4.93
5	Black	29	30	34	36	5.03	5.07	5.23	5.28
	Hispanic	37	38	41	42	5.32	5.37	5.47	5.52
	Other	67	72	71	69	6.49	6.66	6.61	6.55
	Total	53	55	55	54	5.93	6.01	6.01	5.98
6	Black	27	28	31	36	5.83	5.89	6.02	6.21
	Hispanic	35	37	40	42	6.13	6.29	6.37	6.45
	Other	71	71	72	72	7.67	7.70	7.75	7.71
	Total	56	57	58	58	7.00	7.07	7.10	7.08
7	Black	22	30	30	34	6.33	6.72	6.71	6.92
	Hispanic	31	36	38	40	6.76	7.03	7.13	7.21
	Other	69	70	70	71	8.37	8.38	8.39	8.44
	Total	51	54	55	57	7.74	7.88	7.92	8.05
8	Black	13	23	29	30	7.04	7.32	7.64	7.66
	Hispanic	29	31	36	39	7.62	7.76	8.01	8.12
	Other	66	70	70	71	9.40	9.56	9.58	9.63
	Total	48	51	54	56	8.56	8.73	8.87	8.93

Attachment 1. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, GRADES 1-8, BY ETHNICITY, 1979-80 THROUGH 1982-83. Students at grade level would receive an X.8 grade equivalent median in grades 1-6 and an X.67 median in grades 7 and 8. The median percentile rank for the national norm group is 50 for all grades.

(Page 1 of 3, Reading and Math Total.)

GRADE	ETHNICITY	LANGUAGE TOTAL*							
		PERCENTILES				GRADE EQUIVALENTS			
		79-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83
1	Black	44	47	47	51	1.67	1.74	1.73	1.81
	Hispanic	46	46	48	51	1.71	1.70	1.74	1.81
	Other	68	75	76	75	2.39	2.73	2.78	2.73
	Total	57	60	62	63	1.97	2.07	2.12	2.19
2	Black	45	50	56	57	2.67	2.80	3.00	3.06
	Hispanic	41	47	49	52	2.56	2.73	2.79	2.88
	Other	69	73	72	71	3.62	3.79	3.74	3.72
	Total	59	61	62	63	3.14	3.26	3.29	3.32
3	Black	43	49	53	59	3.61	3.83	4.01	4.24
	Hispanic	46	50	63	62	3.70	3.87	4.40	4.39
	Other	76	78	80	80	5.01	5.12	5.23	5.25
	Total	64	65	72	71	4.47	4.51	4.80	4.79
4	Black	35	44	48	50	4.20	4.62	4.78	4.85
	Hispanic	41	47	49	56	4.51	4.77	4.84	5.14
	Other	74	74	74	76	6.04	6.05	6.01	6.12
	Total	60	62	62	65	5.32	5.44	5.42	5.56
5	Black	38	40	47	49	5.24	5.33	5.69	5.76
	Hispanic	40	46	51	52	5.33	5.61	5.87	5.98
	Other	73	78	77	77	7.07	7.36	7.32	7.31
	Total	59	64	65	65	6.33	6.59	6.61	6.63
6	Black	31	40	41	46	5.76	6.31	6.38	6.67
	Hispanic	35	42	47	51	5.98	6.44	6.70	6.95
	Other	68	74	75	75	7.90	8.26	8.35	8.35
	Total	54	60	64	64	7.12	7.47	7.63	7.67
7	Black	24	35	40	46	5.88	6.63	6.98	7.35
	Hispanic	31	38	43	49	6.32	6.86	7.19	7.59
	Other	67	71	74	77	8.73	9.03	9.23	9.48
	Total	50	57	62	67	7.67	8.13	8.43	8.77
8	Black	22	29	38	43	6.65	7.13	7.88	8.29
	Hispanic	31	34	43	47	7.29	7.32	8.23	8.52
	Other	64	71	74	77	9.64	10.10	10.35	10.54
	Total	48	57	62	65	8.56	9.16	9.50	9.73

*For grades 1 and 2, Spelling is the only language test.

GRADE	ETHNICITY	WORD ANALYSIS (Grades 1 & 2 Only)							
		PERCENTILES				GRADE EQUIVALENTS			
		79-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83
1	Black	46	43	44	47	1.71	1.64	1.65	1.75
	Hispanic	48	45	50	49	1.76	1.69	1.80	1.80
	Other	73	76	76	73	2.47	2.60	2.58	2.47
	Total	63	61	60	62	2.16	2.13	2.13	2.13
2	Black	39	40	44	44	2.44	2.47	2.63	2.61
	Hispanic	40	44	45	49	2.48	2.60	2.64	2.77
	Other	74	76	77	76	3.69	3.79	3.81	3.75
	Total	60	60	64	64	3.14	3.13	3.27	3.27

GRADE	ETHNICITY	WORK-STUDY TOTAL (Grades 3-8 Only)							
		PERCENTILES				GRADE EQUIVALENTS			
		79-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83
3	Black	33	36	42	43	3.21	3.32	3.52	3.56
	Hispanic	39	40	55	52	3.43	3.44	3.95	3.85
	Other	70	70	74	74	4.31	4.51	4.66	3.63
	Total	56	55	62	61	3.99	3.94	4.23	4.17
4	Black	28	31	38	39	3.92	4.03	4.31	4.35
	Hispanic	39	39	41	49	4.35	4.37	4.45	4.74
	Other	72	73	71	75	5.70	5.74	5.66	5.84
	Total	37	37	36	39	5.06	5.05	5.01	5.16
5	Black	34	33	39	42	5.05	5.06	5.29	5.42
	Hispanic	41	43	47	48	5.39	5.47	5.65	5.73
	Other	70	77	76	76	6.73	7.03	6.97	6.96
	Total	58	62	62	61	6.15	6.35	6.31	6.27
6	Black	29	28	33	38	5.72	5.70	5.97	6.16
	Hispanic	30	40	43	44	5.84	6.29	6.44	6.39
	Other	68	71	73	73	7.62	7.84	7.98	7.93
	Total	53	57	61	60	6.85	7.07	7.28	7.23
7	Black	21	28	29	33	5.98	6.40	6.44	6.74
	Hispanic	26	33	33	40	6.25	6.70	6.73	7.06
	Other	64	68	71	73	8.42	8.69	8.82	8.99
	Total	43	52	53	59	7.35	7.73	7.85	8.16
8	Black	19	25	29	31	6.60	6.99	7.30	7.40
	Hispanic	27	29	37	38	7.17	7.28	7.82	7.90
	Other	63	69	72	74	9.44	9.80	9.94	10.05
	Total	45	49	56	58	8.32	8.65	9.03	9.13

*Median grade equivalent and percentile scores are calculated independently. Small inconsistencies can occur from this.

Attachment 1. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, GRADES 1-8, BY ETHNICITY, 1979-80 THROUGH 1982-83.

(Page 2 of 3, Language Total, Word Analysis, and Work-Study Total.)

GRADE	ETHNICITY	COMPOSITE*							
		PERCENTILES				GRADE EQUIVALENTS			
		1979-80	1980-81	1981-82	1982-83	1979-80	1980-81	1981-82	1982-83
1	Black	42	42	43	46	1.66	1.63	1.65	1.71
	Hispanic	43	44	46	49	1.70	1.67	1.71	1.78
	Other	72	78	77	75	2.41	2.57	2.56	2.49
	Total	60	61	61	61	2.07	2.10	2.10	2.10
2	Black	38	39	44	45	2.50	2.54	2.69	2.71
	Hispanic	36	43	45	47	2.47	2.67	2.71	2.77
	Other	73	76	75	76	3.56	3.64	3.63	3.65
	Total	57	59	61	61	3.06	3.13	3.17	3.19
3	Black	31	37	41	46	3.24	3.43	3.54	3.72
	Hispanic	36	38	51	51	3.40	3.45	3.90	3.87
	Other	70	72	76	76	4.54	4.62	4.76	4.75
	Total	56	56	62	61	4.05	4.04	4.23	4.23
4	Black	27	32	38	39	3.97	4.13	4.36	4.37
	Hispanic	36	37	40	47	4.27	4.32	4.41	4.69
	Other	73	72	70	73	5.75	5.69	5.64	5.76
	Total	57	57	56	58	5.08	5.07	5.01	5.13
5	Black	[illegible]	32	37	40	5.02	5.03	5.24	5.36
	Hispanic	38	40	42	44	5.20	5.37	5.50	5.56
	[illegible]	71	76	74	73	6.77	7.02	6.93	6.88
	Total	56	60	60	58	6.10	6.27	6.25	6.19
6	Black	25	31	[illegible]	37	5.59	5.88	6.03	6.18
	Hispanic	30	38	[illegible]	43	5.83	6.22	6.36	6.48
	Other	69	73	[illegible]	74	7.73	7.93	8.02	7.99
	Total	52	58	60	60	6.92	7.15	7.29	7.26
7	Black	20	28	32	36	5.89	6.43	6.63	6.86
	Hispanic	25	34	37	42	6.23	6.72	6.88	7.17
	Other	68	71	74	74	8.37	8.74	8.86	8.96
	Total	49	55	58	62	7.57	7.89	8.03	8.22
8	Black	19	24	31	33	6.70	7.04	7.47	7.58
	Hispanic	26	31	36	40	7.16	7.47	7.77	7.97
	Other	67	72	75	76	9.49	9.76	9.90	9.99
	Total	47	54	58	60	8.40	8.78	9.03	9.14

*Basic Battery Composite for grades 1 and 2; Complete Battery Composite for grades 3-8.

Attachment 1. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, GRADES 1-8, BY ETHNICITY, 1979-80 THROUGH 1982-83.

(Page 3 of 3, Composite.)

1978 NORMS

GRADE	ETHNICITY	READING					ENGLISH EXPRESSION					MATH COMPUTATION					MATH BASIC CONCEPTS					SOCIAL STUDIES					MECHANICS OF WRITING				
		78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83
9	BLACK	36	36	37	37	40	25	27	27	-	33	33	33	40	33	43	29	30	30	30	36	23	22	23	-	24	27	28	-	32	-
	HISP.	37	43	39	43	44	28	33	34	-	35	43	47	48	47	49	32	39	37	39	39	24	28	24	-	30	31	33	-	36	-
	OTHER	63	65	63	64	64	63	67	67	-	69	75	78	79	78	79	65	71	70	71	70	59	62	63	-	65	69	72	-	73	-
	TOTAL	53	53	52	53	54	47	49	50	-	53	59	62	62	61	63	55	55	55	56	56	39	41	39	-	43	50	55	-	58	-
10	BLACK	34	34	34	38	35	29	30	29	-	29	40	40	40	47	40	29	29	29	31	30	20	18	20	-	19	33	31	-	34	-
	HISP.	39	38	39	39	41	34	32	35	-	36	49	50	56	55	57	37	41	41	43	43	28	27	27	-	31	37	39	-	42	-
	OTHER	60	61	59	61	62	65	66	67	-	68	79	81	82	80	83	71	72	72	72	73	76	76	74	-	78	71	73	-	71	-
	TOTAL	52	50	49	51	51	55	53	53	-	57	70	70	70	69	73	56	56	56	56	58	54	50	48	-	51	59	59	-	59	-
11	BLACK	35	37	35	37	37	29	32	28	-	37	35	37	40	46	43	31	35	32	38	42	17	21	17	-	24	33	36	-	40	-
	HISP.	38	40	38	40	40	37	38	38	-	43	49	54	52	56	57	41	44	42	44	44	27	33	28	-	35	46	46	-	49	-
	OTHER	58	59	59	59	59	74	76	76	-	76	82	83	83	82	82	76	77	77	77	77	81	81	81	-	81	77	77	-	77	-
	TOTAL	52	53	51	52	52	63	63	61	-	62	70	73	71	71	72	65	66	63	65	65	70	70	64	-	68	67	67	-	67	-
12	BLACK	33	33	34	32	33	26	32	35	-	31	29	30	35	38	42	34	33	39	37	36	20	20	21	-	18	36	39	-	36	-
	HISP.	35	42	38	36	37	39	47	44	-	40	49	52	49	47	54	42	44	43	40	43	33	42	37	-	37	49	53	-	47	-
	OTHER	57	58	56	57	57	73	75	77	-	78	77	77	77	78	77	76	76	76	81	76	78	77	77	-	77	80	79	-	79	-
	TOTAL	53	54	52	50	50	65	66	66	-	64	71	70	68	67	67	65	65	63	63	62	72	73	71	-	66	70	70	-	66	-

1978 NORMS

1970 NORMS

GRADE	ETHNICITY	READING					ENGLISH EXPRESSION					MATH COMPUTATION					MATH BASIC CONCEPTS					SOCIAL STUDIES					MECHANICS OF WRITING					SCIENCE				
		78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83
9	BLACK	14	14	16	15	18	10	11	11	-	14	15	15	18	15	20	15	16	17	16	21	13	12	13	-	15	11	11	-	14	-	12	12	-	12	-
	HISP.	16	20	18	20	21	11	14	13	-	17	20	24	25	24	26	18	23	21	23	23	15	19	16	-	20	13	15	-	17	-	15	18	-	15	-
	OTHER	51	53	51	52	52	42	46	46	-	47	51	54	56	54	55	49	55	55	55	54	44	46	46	-	48	43	47	-	48	-	56	58	-	59	-
	TOTAL	34	35	33	34	36	24	26	27	-	30	35	38	38	37	40	36	36	36	37	37	28	31	29	-	32	29	31	-	32	-	37	38	-	36	-
10	BLACK	14	14	14	18	15	11	12	11	-	11	20	20	19	22	20	19	19	19	21	20	16	14	15	-	15	17	15	-	17	-	15	13	-	15	-
	HISP.	19	19	20	19	22	17	14	18	-	18	27	28	31	31	33	25	28	27	30	30	22	21	21	-	25	19	20	-	21	-	22	20	-	22	-
	OTHER	54	56	53	56	58	49	49	50	-	51	56	60	61	57	63	60	62	61	62	63	51	51	49	-	53	46	47	-	46	-	56	60	-	56	-
	TOTAL	42	41	37	41	42	36	34	34	-	37	44	44	44	43	48	45	45	43	45	48	38	36	34	-	37	34	34	-	33	-	45	42	-	41	-
11	BLACK	13	18	13	17	17	10	12	9	-	16	19	21	23	26	25	21	23	21	25	29	12	15	11	-	17	14	16	-	17	-	12	17	-	15	-
	HISP.	19	22	19	22	22	15	17	16	-	20	28	33	31	34	35	28	31	29	32	32	20	23	20	-	24	23	23	-	25	-	21	24	-	25	-
	OTHER	56	58	57	56	57	50	52	52	-	52	60	61	61	61	61	65	66	67	67	66	53	53	52	-	53	50	51	-	51	-	60	60	-	59	-
	TOTAL	42	46	40	41	41	38	38	36	-	37	48	49	48	47	49	54	56	51	54	54	42	42	38	-	41	38	39	-	38	-	47	49	-	44	-
12	BLACK	14	14	15	13	14	7	12	13	-	11	14	15	18	19	21	21	21	76	24	23	13	13	14	-	12	13	16	-	13	-	13	14	-	14	-
	HISP.	17	23	21	18	19	17	21	19	-	17	27	29	27	26	31	30	32	31	28	31	20	24	22	-	20	20	23	-	20	-	22	30	-	22	-
	OTHER	53	55	52	54	53	48	49	51	-	51	59	58	57	61	59	64	64	65	69	64	53	50	50	-	49	48	46	-	46	-	57	57	-	57	-
	TOTAL	44	47	42	40	39	39	40	40	-	38	50	50	47	46	46	55	55	53	53	51	43	44	41	-	35	39	40	-	36	-	49	51	-	44	-

1970 NORMS

Attachment 2. STEP MEDIAN PERCENTILES, GRADES 9-12, BY ETHNICITY, 1978-79 THROUGH 1982-83, 1970 AND 1978 NORMS.

TEST	ETHNICITY	All Students Tested				Students Tested Both Fall & Spring			
		Percentiles		Grade Equivalents		Percentiles		Grade Equivalents	
		Fall, 1982	Spring, 1983	Fall, 1982	Spring, 1983	Fall, 1982	Spring, 1983	Fall, 1982	Spring, 1983
Language	Black	25	28	P.64	K.25	25	30	P.65	K.30
	Hispanic	33	33	P.76	K.37	33	35	P.77	K.40
	Other	54	64	K.16	1.34	59	65	K.26	1.38
	Total	42	52	P.91	K.88	44	54	P.95	K.93
Listening	Black		36		K.53				
	Hispanic		40		K.61				
	Other		68		1.15				
	Total		52		K.84				
Math	Black		35		K.42				
	Hispanic		39		K.53				
	Other		65		1.16				
	Total		53		K.86				

Attachment 3. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, KINDERGARTEN, BY ETHNICITY, FALL AND SPRING, 1982-83.

GRADE	ETHNICITY	READING TOTAL	LANGUAGE TOTAL*	WORK-STUDY TOTAL**	MATH TOTAL	COMPOSITE
1	Black	67	66	73	54	65
	Hispanic	69	65	74	62	67
	Other	87	86	85	80	84
	Total	79	76	81	71	76
2	Black	69	73	73	57	69
	Hispanic	71	69	76	67	71
	Other	89	84	89	84	86
	Total	81	78	84	75	80
3	Black	70	77	68	66	72
	Hispanic	73	79	74	71	75
	Other	89	89	87	86	88
	Total	82	85	80	79	82
4	Black	66	72	65	58	66
	Hispanic	72	77	75	68	74
	Other	89	88	90	87	89
	Total	81	83	82	77	81
5	Black	67	72	70	62	69
	Hispanic	71	75	77	69	73
	Other	91	89	91	88	90
	Total	82	83	85	79	83
6	Black	66	72	67	62	68
	Hispanic	71	76	77	69	73
	Other	91	90	91	89	91
	Total	84	84	85	81	85
7	Black	66	73	67	62	67
	Hispanic	68	76	72	68	73
	Other	92	92	93	90	93
	Total	85	87	88	83	87
8	Black	64	72	63	60	66
	Hispanic	70	75	73	70	73
	Other	93	92	93	90	91
	Total	86	87	87	83	86

*Spelling in grades 1 and 2.
**Word Analysis in grades 1 and 2.

Attachment 4. ITBS MEDIAN PERCENTILE SCORES, URBAN NORMS, GRADES 1-8, BY ETHNICITY, 1982-83.

READING TOTAL

GRADE	LUNCH STATUS	BLACK		HISPANIC		OTHER	
		%ile	(N)	%ile	(N)	%ile	(N)
1	Free/Reduced	45	(598)	42	(791)	60	(454)
	Full Price	57	(196)	63	(388)	82	(1501)
2	Free/Reduced	37	(524)	39	(732)	66	(403)
	Full Price	58	(176)	59	(344)	85	(1552)
3	Free Reduced	38	(490)	40	(638)	57	(377)
	Full Price	52	(225)	60	(360)	76	(1396)
4	Free/Reduced	29	(503)	33	(652)	58	(337)
	Full Price	45	(223)	57	(387)	76	(1439)
5	Free/Reduced	30	(478)	29	(651)	58	(305)
	Full Price	44	(244)	53	(372)	76	(1495)
6	Free/Reduced	26	(457)	29	(617)	61	(350)
	Full Price	45	(247)	51	(385)	77	(1753)
7	Free/Reduced	28	(450)	27	(550)	54	(310)
	Full Price	46	(259)	52	(430)	76	(2069)
8	Free/Reduced	24	(400)	28	(546)	51	(263)
	Full Price	43	(223)	45	(374)	75	(2001)

READING

GRADE	LUNCH STATUS	BLACK		HISPANIC		OTHER	
		%ile	(N)	%ile	(N)	%ile	(N)
9	Free/Reduced	36	(428)	39	(506)	53	(194)
	Full Price	48	(305)	49	(521)	65	(2139)
10	Free/Reduced	33	(298)	37	(274)	49	(100)
	Full Price	39	(244)	43	(413)	62	(1967)
11	Free/Reduced	35	(212)	37	(249)	50	(96)
	Full Price	40	(247)	43	(326)	59	(1725)
12	Free/Reduced	29	(185)	33	(175)	44	(55)
	Full Price	35	(223)	39	(394)	57	(1729)

Attachment 5. MEDIAN PERCENTILES IN READING, GRADES 1-12, STUDENTS QUALIFYING FOR A FREE OR REDUCED-PRICE LUNCH, COMPARED TO STUDENTS NOT QUALIFYING, 1982-83. Grades 1-8: Percentiles for ITBS Reading Total. Grades 9-12: Percentiles for STEP Reading.

Bibliography

1982-83 Publications

Achievement test preparation: A year-long goal, not a last-minute thought. Paper presented at the annual meeting of the American Educational Research Association, Montreal, April 1983. (Pub. No. 82.63)

In the experience of the Austin Independent School District's Office of Research and Evaluation (ORE), most test preparation and information activities can be incorporated into regular classroom activities. ORE's Systemwide Testing Program has gradually developed a process and support materials whereby the test administrations are a tool for evaluation and also a means of informing, preparing, and involving teachers, parents, and the community in the educational process.

Achievement testing: Doors to your child's learning. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.34), Austin Independent School District, November 1982.

This brochure describes the achievement tests and the language proficiency tests used in the Austin Independent School District to measure the learning of basic skills and proficiency in the English language. The brochure also contains suggestions for parents to help their children prepare for achievement testing. (Revised edition of 81.28.)

BASIC SKILLS: 1982-83 evaluation design. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.23), Austin Independent School District, October 1982.

LOW SOCIOECONOMIC STATUS AND MINORITY STUDENT ACHIEVEMENT: 1982-83 evaluation design. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.24), Austin Independent School District, October 1982.

The evaluation design is a one-year plan of evaluation work for a project. It provides a brief project and evaluation summary, and identifies the decision and evaluation questions to be addressed, other information needs, dissemination plans, resources required, and information sources to be used.

Nuts and bolts of testing, a bulletin for test coordinators, 1982-83. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.06), Austin Independent School District, August 1982 - May 1983.

This is a periodic newsletter for building test coordinators and/or principals. There are separate sets of issues for test coordinators in elementary schools, junior high schools, and senior high schools. The issues summarize topics discussed at meetings, answer questions from building test coordinators, announce future meetings, and provide current updates on issues related to testing, etc. (Note: This is Volume IV of a continuing publication. Issues for the 1981-82 school year may be found in publication 81.31.)

SYSTEMWIDE EVALUATION: 1982-83 technical report. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.55), Austin Independent School District, June 1983.

The Technical Report is a detailed account of the instruments used in data collection, and the purposes, procedures, and results of the data collection effort. It is contained in four volumes. The information presented in Volume I relates to the District's Five-Year Plan for Accreditation, which emphasizes improving student achievement in basic skills, with a special focus on low-SES and minority student achievement. In Volume II, information is presented about the District's special populations of students including retainees, school leavers, National Merit scholars, and limited-English-proficient (LEP) students. Volume III is devoted to personnel-related issues. Volume IV contains survey results and summaries of District records.

Your child's scores in basic skills - Iowa Tests of Basic Skills, AISD elementary schools, school year 1982-83. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.30), Austin Independent School District, April 1983. (Revised edition of 81.39)

Your child's scores in basic skills - Iowa Tests of Basic Skills, AISD kindergarten, school year 1982-83. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.31), Austin Independent School District, April 1983. (Revised edition of 81.69)

Your scores in basic skills - Iowa Tests of Basic Skills, AISD junior high schools, school year 1982-83. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.32), Austin Independent School District, February 1983. (Revised edition of 81.40)

Your scores in basic skills - Sequential Tests of Educational Progress, AISD high schools, school year 1982-83. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.33), Austin Independent School District, April 1983. (Revised edition of 81.41)

The parents of every student receive one of these four brochures. Each brochure briefly describes the test taken by the student and the way the scores will be used by teachers and other school personnel. Except for the kindergarten brochure, students' scores are provided on a gummed label to be affixed to the last page of this brochure. Kindergarten students' scores are printed directly onto the last page of the brochure. A Spanish version is available for both the elementary and kindergarten brochures.

All of the publications listed above are available from the Office of Research and Evaluation. Contact Kevin Matter, Glynn Ligon, or other Systemwide Testing staff for further information.

Notes

Comparisons to Reports from Previous Years

The median percentile and grade equivalent scores presented here are calculated independently based upon the most recent test data files. Each year some test records are updated by adding missing student information. Some medians calculated using these updated files may be slightly different from the scores in previous reports.

Anomalies

Over the past four years ORE staff members have noted several anomalies which may be present in achievement test data. Two are evident in this report.

1. A total groups' median may decline while all subgroups' medians rise. (Example: Attachment 1, Reading Total, grade 1, 1980-81 to 1981-82 scores.)

2. A total groups' percentile gain may be larger than the gain of each subgroup. (Example: Figure 3, kindergarten ITBS Language gains.)

For more information on these and other anomalies in achievement data, please refer to ORE Publication 81.60, Anomalies in Achievement Analyses.

Rounding

Numbers reported here are rounded to the most appropriate decimal place. Rounding can cause some calculations to appear incorrect. Total group medians and gains for groups are calculated independently rather than summed from previously rounded numbers.

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